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Social Change and the Schools

Discussed by Nation's Educators at Atlantic City

Sixty-Fifth Annual Convention of the Department of Superintendence National Education Association February 23-28, 1935

RADICALS and conservatives waged hot intellectual battle on platform and floor and in the corridors as more than 7,000 leaders of American education conferred in Atlantic City the last six days of February.

Not radical and conservative as to educational methods in general, but as regards the present social order and the schools' relations to it.

It was the sixty-fifth yearly gathering of the Department of Superintendence of the National Education Association. It goes down in history as "Oberholtzer's meeting"—for the program was mainly engineered by E. E. Oberholtzer, superintendent of schools of Houston, Texas, who thus climaxed his twelve months' presidency of the department.

It also goes down in history as one of the most stimulating—some say inspiring—conventions ever held under the aegis of the National Education Association.

That the convention would be enlivened by controversy was a foregone conclusion from the moment it became known that the 1935 Yearbook of the department was to occupy a central place in the deliberations. For that volume dealt with "Social Changes and Education." Moreover—the commission which wrote it was itself divided into three camps, so that conclusions were rendered in parallel columns and in chapters signed by individuals.

Discussion of the Yearbook by its authors on Tuesday forenoon afforded one of the liveliest sessions. United States Commissioner of Education John W. Studebaker, as chairman of the Yearbook Commission, led the jury panel debate. Each of the eleven members delivered his own views and submitted to questions. Leading exponent of the belief that teachers should equip their students for a changing social order was Dr. Jesse H. Newlon of Columbia University. He contended that education looks either toward the future or the past. It cannot be neutral. "When the consensus of the American people decide what social order they want, the schools will be prepared to give instruction," said Dr. Newlon. Outstanding in the view that the Constitution can be made to serve the expanding needs of the American people, were Drs. Frederick S. Deibler of Northwestern University and Frank W. Ballou of Washington, D.C.

A. J. STODDARD
He takes the gavel

The tercentenary of the American high school held the boards Tuesday evening, when addresses were given by Dr. Charles H. Judd of the University of Chicago, former United States Commissioner George F. Zook, State Superintendent Sidney B. Hall of Virginia, and Thomas H. Briggs of Columbia University. This was one of the convention high spots with its four memorable addresses treating of the evolution and importance of the secondary school — America's fastest growing educational service.

Throughout the week some two hundred speeches were delivered—naturally, however, an

individual conventioner would have had to be several times quintuplets to hear them all.

President Roosevelt sent his greetings to the convention through Jesse H. Jones, chairman of the Reconstruction Finance Corporation. Speaking for himself, Chairman Jones declared that the time has come when the American people should begin to rely upon themselves and upon private rather than public sources of credit. He said the disposition to hold back on the part of banks, business men and individual consumers is largely accountable for the continuing problem of unemployment.

Stuart Chase, economist and writer, discussed "The Economy of Abundance." He predicted an era in which "the essentials of life will flow as a matter of right, even as the water supply, good roads, public health service and common school education flow today." But this would depend on our ability to keep our heads through this period of distress and to steer a course which will enable us to enjoy the plenty that can so readily be produced. Mr. Chase urged a shift of emphasis from saving to spending, from production to distribution, from vendibility to serviceability, in order that mass consumption may catch up with mass production.

The fact that a new and better civilization is just around the corner if we have sense enough to avail ourselves of it, was voiced by various speakers. The chief divergence occurred over the degree of reformation needed and the part to be taken by the schools.

At one point Dr. W. W. Theisen, assistant superintendent of schools, Milwaukee, remarked that: "It is rather naive to place confidence in the teachers to solve social problems when the best economists offer only partial solutions."

As early as Sunday, a new though perhaps informal organization sprang into being, led by some sixty educators noted for their advanced opinions. This group plans to hold half-yearly conferences at the same time and place as the summer and winter meetings of the National Education Association, but without establishing any official connection with that body.

E. E. OBERHOLTZER
It was his meeting

An audience of a thousand or more persons gathered to hear announcement of the new organization, of which Dr. William H. Kilpatrick of Columbia is the head. Dr. Harold Rugg of the same faculty took a prominent part. Other elected members of the board are: Dr. George S. Counts and Dr. Jesse H. Newlon of Columbia; H. Gordon Hullfish of Ohio State University, Dr. George Stoddard of Iowa State College, Robert Speer of New York University, Dr. Frank Baker of Milwaukee Teachers' College, and H. L. Caswell of George C, Peabody College. The audience adopted, almost unanimously it appeared. a resolution summoning teachers, news writers, ministers and publishers to unite in defence of their right to full and free discussion of controversial issues in all fields of thought, and to criticize freely and openly all economic, political and social issues, all governmental acts, policies and principles, and to affiliate in accordance with their constitutional rights as citizens with any group in order to espouse or oppose any public issue.

The principle of academic freedom was stressed on many platforms during the week's proceedings, and an emphatic proclaiming of this right was expected to find its way into the resolutions of the convention on Thursday. However, the resolution on this topic was rather mild in the end. The members expressed their "unqualified belief in the principle of academic freedom for all workers in education." There was no demand for freedom in the teaching of new social doctrines in the nation's schools—probably for the reason that there is too much disagreement as to what those doctrines ought to be.

Another resolution adopted by the conference called for loyalty to the American form of government. Still another asked for emergency relief aid for schools in distressed areas.

"Block booking" and "blind selling" in the motion picture business were condemned in a vote designed to encourage better discrimination in the choice of pictures.

There were evidences of at least partial recovery from the financial worries which had upset previous conventions of the Department since 1931. Increased attendance was one of the signs. A demand for exhibition space in excess of the supply was another. Producers of school supplies and equipment displayed their latest offerings to the thousands of executives and board members who were on hand to gather suggestions for increased efficiency.

The annual award of the Associated Exhibitors for distinguished service to education went to Jane Addams of Hull House fame.

The presidency of the department passed to Superintendent A. J. Stoddard of Providence. E. E. Oberholtzer automatically steps from the presidency to the vice-presidency. Superintendent

A. L. Threlkeld of Denver was elected second vice-president. Superintendent Ben G. Graham of Pittsburgh was made a member of the executive committee.

Harrison A. Lyseth of Augusta, Maine, was chosen president of the Department of Secondary Principals.

President Stoddard stated in an interview after his election: "There are two sides to the question of academic freedom. Certainly we want the schools of America to be able to tell boys and girls the facts in connection with the problems of society, as far as it is humanly possible to determine those problems. We want the teachers protected in the presentation of those facts. But I don't believe any educator directly connected with learning on the part of children should be allowed to deliberately indoctrinate those children in accordance with his own peculiar opinions of some subject.

"I know of no group of society to whom I would rather entrust the equipment of our children with the facts than the teachers of America."

Some Characteristic Messages

DELIVERED AT THE CONVENTION

The Guiding Philosophy

By THOMAS H. BRIGGS
Professor of Education
Columbia University

MY philosophy holds that in a democratic civilization education is an essential function and an essential instrument of society. Formerly it was and far too often in the present it still is, considered as a benevolence; whereas it is, or it should be, an assured beneficence, not to the individual only, but to the supporting society as well. When considered a benevolence, it is on a shaky foundation; when a proved benefit to the necessities of the state, it will have the same support as other essential instruments.

The philosophy that should control secondary education in the future demands far better definitions than we now have—or, certainly, than we now practically and consistently use. A definition should first of all be clear, so that everyone can without mistake understand it.

The following definition, so simple in statement as to lack the impressiveness of the language of pedaguese, is proposed as meeting all the requirements of the criteria. *The first duty of education is to teach people to do better the desirable things that they are likely to do anyway. Another duty is to reveal to them higher activities and to make them both desired and maximally possible.* This is believed to be clear, sound, comprehensive, adaptable, and pragmatic. Objection to this definition may be made because it requires any one who attempts to use it to make many decisions for himself. But that is precisely one of its advantages: it furnishes freedom and insures growth through the assumption of responsibility. Decisions must be made, and it is only by attempts to make them, seeking all aid necessary, that any teacher can grow toward independence and toward leadership.

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Not Poles Apart

By WORTH McCLURE
Superintendent, Seattle, Washington

A THOUGHTFUL analysis of trends reveals two apparently paradoxical poles around which American educational efforts—however fumbling the approach may have been—have been centred: (1) the sanctity of individual personality; and (2) the responsibility of the individual to promote the general welfare.

The realization of individual personality and the promotion of the general welfare—there is no real paradox in these aspirations. America desires that every child shall be adequately assisted to realize the best that is in him—to develop his talents to the utmost, whether one, two, or five. But America also purposes that he shall recognize his responsibility and obligation to devote these talents to the pursuit of ends that are productive of social improvement, not to the exploitation of his neighbors in the interests of selfish acquisition. Every worthwhile ideal of American life is comprehended by these two aims. As American education looks ahead it must consciously do so in these terms.

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Society and the Individual

By GEORGE M. WILEY
Assistant Commissioner of Education
State Education Department
Albany, New York

TRAINING in skills or vocations cannot go forward safely without the development of right attitudes toward one's neighbor. This is as true of the home and of the community activities as it is of the school. The individual mind today may be no more kindly, no more sympathetic than the individual mind of a century or two centuries ago. The social mind, however, is far more kindly, far more sympathetic, far more concerned with the the welfare of others than was the social mind of our forefathers.

Individual initiative and social control must be wisely articulated and intelligently balanced in the ideal society. Both are increasingly essential to American welfare whatever may be the temporary teachings in foreign lands.

Social responsibility and individual character cannot be con-

sidered apart from each other. In the final analysis the type of social order which a community or a commonwealth may attain will depend upon the character of the individual citizens.

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High School Modification

By GEORGE F. ZOOK
American Council on Education
Washington, D. C.

I BELIEVE that the lay public, a large part of which now has sons, daughters or other close relatives enrolled in the secondary schools, is saying to us in unmistakable tones that the secondary school system should be so modified as to fit young people more definitely to take up some useful occupation. At the same time every father or mother knows that it is next to impossible for young people to learn all that they should know about technical processes and labor conditions except on some actual job or under conditions as closely resembling the normal situation as possible.

If I have at all divined the public mind relative to what it is expecting of the high schools much remains yet to be done.

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Putting Theory to Work

By CHARLES H. JUDD
Head of the Department of Education, University of Chicago

MANY teachers when they try to devise a vital social program in the schools think they must organize some startling and bizarre undertaking. It has been especially true during the troubled times through which the country has been passing that industrial and economic problems have been so conspicuously before the public mind that the substantial permanent contributions which the schools have always made to the social experiences of children have often been overlooked.

It is altogether timely that attention be called to the fact that the daily routine of school discipline and of school instruction constantly offers opportunities for the most effective kinds of social education. It can be asserted that deference to others and proper behavior as members of a group are the lessons which pupils learn in well-regulated recitation rooms and corridors and on properly conducted playgrounds. It is equally true that in class exercises in language, literature, science, and art pupils are put in possession of the best products of human evolution. In these class exercises pupils should acquire an appreciation of their social heritage. If teachers would realize the opportunities which ordinary school exercises supply for training in social-mindedness, pupils would enter the upper grades with a proper background for the scientific study of social organization.

There are at least five major difficulties which stand in the way of introducing socio-economic materials into the curriculum of the public schools. First, leaders in American communities, such as representatives of big business and organized labor, do not want the schools to give instruction in the social studies.

Second, the specialists in the social sciences are either unable or unwilling to present their materials in a form which can be used to cultivate general popular understandings of the social sciences. Furthermore, the specialists cannot agree on what should be taught in the public schools.

Third, teachers in the public schools are for the most part unequipped with an understanding of social problems.

Fourth, the traditional school curriculum does not permit of the introducing of new subjects at an early stage. Consequently many pupils are deprived of the opportunity of studying social problems because they leave the education system before reaching the higher grades.

Fifth, educators are absorbed in debating about the methods which should be adopted in teaching the social studies and do not devote themselves, as they should, to the preparation of materials which can be used in schools in order to determine by trial what phases of the social studies are interesting to pupils and within the range of their understanding.

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Pupils Publicize

By E. C. HARTWELL
Superintendent, Buffalo

UNQUESTIONABLY one of the best ways of interpreting the schools to the public is through the pupils in attendance. Children who daily sit under the influence of an inspiring teacher diligently seeking to capitalize on their natural tastes and aptitudes, while at the same time inculcating a genuine love of work, become the best interpreters of what the school is endeavoring to accomplish. Our children probably interpret the work of the school more successfully to their parents than any of the rest of us.

Last year at our annual "Parents' Night" for high schools, twelve thousand fathers and mothers gathered at the various secondary schools of the city for no other purpose than to meet the teachers of their children and to listen to the principal of the school in a presentation of what the home could do to help in the joint problem of bringing up a generation of young people equipped for useful and happy living. On this occasion no principal talked about motivation or the integration of the curriculum. He talked chiefly about the desirable attitudes of mind and habits of work which the schools were endeavoring to instill in the pupils attending. The importance of daily preparation of work was emphasized, the necessity of daily home preparation was stressed, and the desirability of keeping school nights free for the purposes of work was explained. The results of this cumulative drive have been extremely gratifying.

Leave of Absence

By E. E. LEWIS
Professor of Education, Ohio State University, Columbus

THE granting of sabbatical leaves to teachers for rest, travel, and further study is an important phase of the program of in-service training.

The modern movement in this direction began in Harvard University in 1880 and spread rapidly until today nearly all high class colleges and universities recognize its necessity and make some provisions to provide for it.

The movement in the public schools parallels the development in colleges and universities. It began in Boston, Cambridge, and Newton, Massachusetts, in 1911, and spread rapidly until by 1929 about 54 per cent. of 1,532 cities reported some plan for its provision.

The time has arrived for us to advocate the following principles with regard to the granting of sabbatical leaves:—

1. Within broad limits the administrative practices as regards sabbatical leaves should be uniform throughout the state.

2. The purposes for which leaves of absences are granted should be broad.

3. All certificated employees in all public offices should be eligible to receive leaves of absence for certain purposes.

4. The leaves should not be granted automatically.

5. Leaves should only be granted by the Board of Education upon recommendation of the administrative staff.

6. Applicants to be eligible to receive leave should have a period of uninterrupted teaching service prior to taking sabbatical leave.

7. There should be provision for some compensation during the period of leave.

8. The plan for administering sabbatical leaves should guarantee that the improved service of the teacher following sabbatical leave should be rendered in the school system granting the leave.

9. Regular annual salary increments should be given for the time of leave the same as for regular services in the schools.

10. Teachers should be returned to the same assignment held before the leave of absence, but the system should definitely provide for the utilization of the teacher's growth due to this leave.

11. The leave of absence should carry the same benefit as actual employment with respect to tenure and retirement.

12. Regulations should provide for the protection of the efficiency of the school system if too many requests for leave are received.

13. Teachers requesting leave should present plans with respect to the use to be made of the leave and make such reports from time to time as may be required.

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Education of Teachers

By AMBROSE L. SUHRIE
School of Education
New York University

THE paramount problem in public education in this republic of ours is to secure for every classroom—for every group of children—a competent teacher, a leader, a companion, a foreman who can create worthy ideals, right attitudes, and permanent life interests, who can help them to find worthwhile work to do, who knows how to promote cooperation and to develop the team spirit, who as an expert workman himself is able to direct the efforts of others to successful achievement.

To find young men and women of good health, of fine intellectual capacity, of high moral purpose, and to educate and train them for this leadership, the teachers' colleges of America, by whatever names they may be known, have been called into being.

The early state normal schools were ardent and effective champions of the common school cause and courageous defenders of the right of all children to the solicitous and faithful guardianship of the state as well as of the home. The modern state teachers college has maintained that tradition while expanding its program of beneficent professional services; and as a result it is today known and recognized everywhere as the most genuinely, and in some instances as the most superbly, democratic of all our higher institutions of learning.

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Marks Have Value

By FRED C. AYER
Professor of Educational Administration, University of Texas, Austin

THE case against marks shows very conclusively that the marks given by teachers have all too frequently been inaccurate and based on items other than the actual achievement or trait being measured. It shows also that the over-emphasis given to the value of high marks and the disgrace of low marks has been detrimental to the best interests of the pupils concerned. The claim is also made that the types of marks now used tend to put too much of a premium on the acquisition of subject matter and too little on the improvement of the child.

The case for marks grants the misuses which have been made of them, but presents evidence of their essential value to our educational program. Experiments prove that learners make the best progress when they are aware of the rate of their improvement. Quantitative marks are essential for purposes of classification, educational guidance, and educational research. The elimination or debilitating of teachers' marks does not do away with failure; it merely covers up poor work. The thing to do is to change the type of work so that the pupil can secure satisfactory marks. In the meantime the marks themselves should be made more reliable, more specific, and more discriminating. They should be used as checks and guides, rather than as rewards and punishments.

Tony Squares Himself

By MARGARETTA V. HARMON

Jamison, Pennsylvania

Awarded First Prize in the Journal of Education's Second Annual Short Story Contest

"THEY'RE real roses, Miss Penny. *Millions* of 'em! They're for your birthday. Happy birthday, Miss Penny!"

Tony Vincenti stood there beside Miss Penny's desk, with an enormous wreath of yellow rosebuds in his arms. He waited for her smile of pleasure and approval.

Miss Penny's glance fell on the boy's burden, fixed itself there. She moved back. Still staring, she got up, holding to the edge of the desk as if for support. Then she peered searchingly into Tony's eyes for some explanation. In that instant, before she said a word, the expression on her face spoke for her.

"What is this thing? What does it mean? And where—in Heaven's name—did it come from?"

There was no reply. Miss Penny waited grimly. This was one of those moral crises every teacher faces almost every day. Battles between two wills—frequently waged without the exchange of an audible word—petty in themselves but often cataclysmic for the teacher who comes out the loser.

Miss Penny won, of course. She almost always won, and in much more vital battles than this. "She has a way with boys," her fellow teachers would glibly explain on hearing of her most recent conquest.

Yes, Miss Penny did have a way with boys. Intuitively she had *the* way—that rare knack of moulding and disciplining a young madcap's individuality without doing violence to that most jealously guarded of his personal endowments, his pride. Hers was a rare combination of persistence tempered with tact; forcefulness tempered with sympathy. Yet one thing continually amazed her: the utter inconsistency of these youngsters.

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Take Tony now, for instance. None of the class had listened more attentively to her little lectures on character building. None was more anxious to please her, to do exactly what she wanted him to do. Yet here he stood, guilty of violating all her precepts on Giving to Others. To all appearances he was unaware that he had violated them until she spoke to him about it.

Tony had often brought her flowers. They were always slightly wilted. She had supposed they were the discards of some florist shop in the neighborhood. And they *had* helped to brighten a dreary schoolroom. But this immense thing. . . . There was no question about where this came from!

The flowers Tony so many times had placed in the vase on her desk—this monstrosity of yellow roses and tulle—he had stolen them! And, to make bad matters worse, they had come from the nearby cemetery!

"Tony!" Miss Penny spoke at last, with exactly the right intonation of appeal and command. "I want to remind you of something important. It's something I believe you've heard me say before — something I want you *never* to forget. It's this, Tony: 'A gift without the giver is bare.'

"Now, say it after me, Tony: 'A gift without the giver is bare.'" Together, solemnly they repeated the copy-book maxim—to the teacher a simple statement of one of the eternal though intangible verities; to the pupil, something said to please Miss Penny.

"And now, Tony, there is only one honorable thing left for you to do. You must take this wreath back immediately. And never, *never* give any one a gift that is not yours to give."

"But Miss Penny . . ." Tony was manfully trying to hold back tears of disappointment. "It's your birthday, Miss Penny."

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Miss Penny remained firm. Firmness was against her impulse at the moment. But Tony must learn his lesson. He picked up the wreath and dragged it dejectedly behind him to the door. "After all, he did it because it was my birthday," she mused. She listened to his measured tread on the lower stairs, heard the outside door creak open and shut again with a groan of finality.

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During the weeks that followed, Tony moved about in a brown study. Miss Penny had considered the incident of her birthday closed when she accepted the boy's stiff little speech of apology the following day. But not so Tony. He grew more and more dejected. At last she asked him about it.

Tony answered evasively: "Oh,

I've just been thinkin'. It ain't —*isn't* right for me to pass to Grade Six and leave things here like they are now. I ain't—*haven't* squared myself yet. I'm just thinkin' about somethin' important, that's all."

Miss Penny missed his former visits after school hours, his little confidences, his glowing accounts of his secret plans for the future. For Tony had a great, consuming ambition. When he grew up he wanted to be a poultry fancier.

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It had all come about as a result of his father's Christmas gift the year before—two pairs of beautiful, puffy feathered pigeons, which immediately became the pride of their small owner's heart. From then on he talked "squabs," "squealers," "flying pens" and "fan-tails" to anyone who would listen. And his teacher proved to be a good listener.

He asked her about men who made their living raising pigeons. She brought him books from the library on poultry raising, which he read devotedly. She encouraged him in his secret ambition, and he loved her for it.

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One morning Tony brought a crudely written note from his father. It was an invitation to have dinner at their home.

It was a great event for Tony —Miss Penny's visit. The boy could hardly contain himself as he led the way down a narrow street between two rows of untidy shops, crowded close up against the uneven pavement. Miss Penny was happy, too. These rare excursions into the homes of her pupils always delighted her. And today she had a vague premonition that this particular visit would be an occasion she would have reason to remember with pleasure.

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The Vincenti's lived in the oldest section of the city, in a narrow brick building which crowded up between its identical neighbors without a breathing space on either side. But in a tiny square yard behind the house there was room for a scrawny old grape-vine and a tiny pigeon coop. Miss Penny caught a glimpse of the yard through the open door.

Mr. Vincenti, with his flowing black mustachios, was first to be introduced to Miss Penny. Then Tony's mother emerged, shy and silent, from the kitchen with Tony's two younger brothers.

The meal itself was a veritable feast of Old Italy. First, an enormous platter heaped with squares of pungent cheese, black olives, thin circles of salami, tight coils of tiny black snails. Next in order, a steaming caldron of broth and fried egg noodles, ladled out skillfully into smaller bowls at the table. Then piles of long tangles of spaghetti, generously sprinkled with golden crumbs of cheese and creamy sauce red with paprika.

But the evening reached its climax in the final course, when a small meat pie was set before Miss Penny in a brown flaky crust that fairly melted at her touch. The others ate their portions in silence. But Miss Penny tried in vain to express her delight. She could not find words adequate for her praise.

Mr. Vincenti expanded visibly as if he personally were responsible for the success of the meal. Mrs. Vincenti stole shy glances at her guest in silence. She did not need to understand the English language to realize that the dinner was *un buon pranzo*, a feast fit for a king.

As for Tony, he could scarcely keep his seat. Turning first to his mother, then to Miss Penny, he seemed to hang visibly on each word of praise that his teacher uttered. His happy face brightened up the dim room. This was Tony's triumph. His special day. His hour.

It was Pete who broke the spell—little Pete, the youngest brother who had made not a sound all evening. He had restrained himself beyond the point of a very small boy's endurance. Now each word popped out of him like a small explosion: "It's Tony's! Tony's pie!"

An awkward silence followed. Miss Penny looked from Pete to Tony. Mr. Vincenti smiled and nodded encouragement to Tony. The boy blinked hard, swallowed with a gulp, and blushed.

Then Miss Penny realized that perhaps she had offended him. "Oh, I'm so sorry. . . ."

"It's all right, Miss Penny," Tony interrupted quickly. "Please don't be sorry about anything. I told my mother to make that pie. It was a present for you, Miss Penny. It was . . . It was *pigeon pie*."

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Miss Penny glanced out toward the empty pigeon coop. Then she committed what the textbooks might call a serious pedagogical error. She wiped a visible tear from each eye with her handkerchief.

The parents saw this outward sign of weakness. Even her pupil saw it. And Miss Penny didn't mind. At last Tony had squared himself.

Other Prize Winning Stories will be printed in succeeding issues.
For Announcement of Awards, see page 166.

Why Dogmatize on Social Issues?

By THOMAS C. BARHAM, Jr.
Instructor in Social Science
High School, Framingham, Massachusetts

"IT goes much against my stomach. Hast any philosophy in thee, shepherd?" So spoke one of Shakespeare's characters in "As You Like It." Similarly would I question the educational shepherds of the present day who counsel us in the name of philosophy to take a definite stand with the "old" economic order of laissez-faire or rugged individualism, or with the newer economics embodied in social ownership, or collectivism or regimentation.

"The essence of sound philosophy is discretion," said John Seldon, a contemporary of our Pilgrim Fathers. I agree with him. If this is true in the realm of pure reasoning, it is much more so in a realm which is related to a complicated array of social, political, and economic forces. The forces at work in our national life operate more like the second law of thermodynamics than the relatively certain laws of gravitation.

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From top to bottom our economic order is today being assailed with what might be called a slapstick type of leechcraft. A major operation is successfully executed on the international bankers; air and oceanic mail service industries are deeply probed; the National Industrial Recovery Act is offered as a panacea for the ills of our sick industrial giant in one year, to be hotly denounced the next as an insidious underminer of the spirit and morale of the nation. By some the huge expenditures for public welfare have been considered a proof of man's humanity to man; others profess to see in them the master hand of the oily politician quietly, painlessly, yet effectively sating himself and all his friends with public funds.

Our educational shepherds evidently expect us to know whether what is being done (and there are so many opposite things being done all at once!) is a cure, a drug, or just a sedative. We have knowledge of a great many things that are happening today. But in our dynamic society we have had very little opportunity to discover what the results will be. Indeed, things have been happening with such great rapidity that one can never be quite sure of just what is cause and what is effect.

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If we seek to establish the causes of a certain condition—the failure of our credit expansion policy, for instance—we promptly get deeply involved in the almost impossible task of properly weighting the numerous contributory causes. When we turn the problem around and attempt to trace the results of some remedy, we travel many strange and unfamiliar byways. For example, the National Industrial Recovery Act, designed to spread employment, prevent unfair trade practices, and effect a more equitable distribution of wealth, has actually resulted according to high authority in the upbuilding of monopolistic combinations which are intensifying the very evils the whole program was proposed to cure.

Such a situation raises some very pertinent questions. Can the government regulate the thousands of industrial establishments in the United States? Are we going to build up a chain of legislative enactments ultimately ending in the social ownership of industry? And would such a solution finally place our industrial structure in balance? Or would such a solution raise an even more difficult series of problems? Or even worse, would it be the beginning of the end—the final disintegration of our whole culture down the highway marked out by Spengler?

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Again, we hear much of fascism, of communism, of regimentation, of collectivism—not so much of democracy. Do we know what our welfare would be under a fascist order? Do we know what our welfare would be in a communistic order? Do we know what our rights would be in a collectivist order? Is rugged individualism compatible with democratic ideals? Are democratic ideals compatible or incompatible with social control, social ownership, regimentation and collectivism? Has democracy failed? What is democracy? Frankly, no one can snap out an answer to any of these questions based on knowledge. Any answer would be very cautious if based on knowledge; our knowledge is little, our ignorance great.

Our educational shepherds have much more optimism than good sense in recommending that we who teach should courageously crusade for a new order. If we must be martyrs let us know, please, for what we are going to be martyrs. If we must stand upon our two feet before society and castigate its political and industrial system, it is our bounden duty to propose how to reform it. When society questions us on our right to take such a presumptuous attitude can we give satisfactory answers? We cannot unless we possess knowl-

edge. Have we that knowledge? I will concede that we have plenty of knowledge to justify our attacks, but we have nothing more than the treacherous knowledge of incomplete, unproved experiments to guide us about the future.

Tennyson said: "Knowledge comes but wisdom lingers." How true! What sort of reputation will educators have if they advocate audaciously, and with great daring, a philosophy based not on wisdom, not even on complete knowledge, but only on the present facts of effervescent experimental procedures (or expedients) so complicated that they defy sure and certain analysis.

If the teacher is not to take a position on this extremely interesting but powder-kegged frontier of social and economic experimentation, what should the teacher do? I believe that there is just one thing that the teacher should do. The facts of our economic life, our political life, and our social life should be presented to the pupils in secondary schools. The facts should not be sugar-coated, neither should they be colored by the teacher. The facts should be selected from impartial sources if possible—from the several governmental agencies and truth-seeking private foundations. If conflicting sets of facts can be secured, both should be submitted to the pupils. This data should be subjected to critical examination, followed by pupil interpretation and pupil recommendations. It is this application of the scientific method of approach to these extremely difficult social problems that is the all-important duty of the teacher.

Do we expect as a result that our pupils will become authorities on these profound issues? Of course not. We do expect three invaluable accomplishments: (1) Pupils will become adept at handling facts rather than someone else's interpretation of them; (2) the general facts underlying the problems of our present society will be impressed upon the minds of young Americans; (3) the only safe method of approaching and solving these problems, the scientific method, will be ingrained into their mental attitude. Beyond this educators cannot go if they respect their own ignorance. It is beyond the province of educators to concern themselves with the ultimate values which a philosophy involves; that is a course to be determined by our whole society.

Character Education's Major Task

By GARRY CLEVELAND MYERS

JUST as the sale of Bibles increases during periods of economic stress, so interest in character development waxes as the funds for education wane. With less money for swimming pools, gymnasia and stadia there is more concern by teachers about things not made with hands nor bought with money. In days of adversity the teacher sees the child more as a sacred personality than in days of prosperity.

But as the teacher's interest in the personality and moral growth of her pupils increases, so increase her difficulties in the way of doing what she would like to do to promote such growth. Whereas she is eager to give more time to each learner as an individual she finds she has more pupils to the class, she has more clerical work and less equipment. Besides she has her own personal worries; her leisure is less certain; her salary inadequate, perhaps, for decent living, and she is not sure when she will get it. Under the physical and nervous strain she finds it harder and harder to measure up to her ideals in teaching service. Her mental health has been imperiled, maybe her morale is broken. Nevertheless, if she can live through the trials unscathed she will be the richer spiritually.

There is no doubt that the teacher who, despite the heavy odds against her, can maintain poise and perspective, is going to discover that as she tries harder to reach the child as an individual personally, as she devotes more attention to the human side of teaching, her students will improve in their behavior, in their willingness to co-operate, and in their eagerness to learn. In other words, as she pays more attention to the way her pupils feel, she indirectly furthers their success at learning. After all, the child who knows that his teacher really cares about those things which mean most to him will tend to do his best to learn what she teaches.

Here is to be found the rarest opportunity for teaching of ideals at school. Assuming that the teacher reveals in her day by day contacts with her pupils and with the adults of the neighborhood that she has lofty ideals herself, and strives to live by them; then if her pupils, knowing that she really cares about them as sacred personalities, highly esteem her, they unknowingly will tend to embrace her ideals. They, moreover, will be ready to accept her

at her word when she says now and then: "This is right" or "That is wrong."

Who will deny that such suggestions are morally effectual when dropped at favorable moments upon receptive ears? The secret of rendering these suggestions workable is in winning the child to be ready for them, and in choosing just the proper time and manner of their utterance. Choice of ideals is a matter of emotions, not of reason. The child, the adult also, does not separate the individual from what that individual says and does, nor what the individual says and does from the individual. The more genuinely he esteems another person the more he takes that person at his word. This bit of common sense psychology has been overlooked by those who put no trust at all in the possibility of direct moral teaching. Just because such instruction often does not work is no reason to believe that it never works. You and I know very well that it has worked. Any one of us can recall specific instances when it worked on us. Our job is to make it work and to set the stage so it will work; and let us not forget that such setting is primarily emotional.

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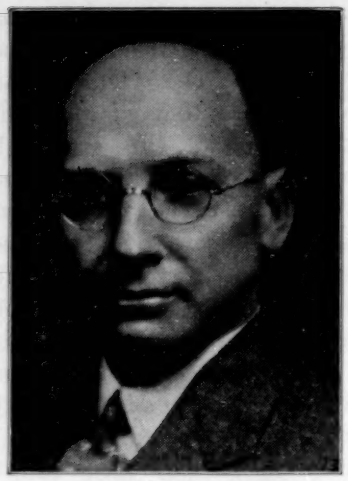
For the teacher to prove to her pupils that she really cares about each one, pre-supposes that she demonstrates she cares for those things most precious to them. Where are these things? Not always at school; rarely there perchance. The deepest feelings of the child are tied by his heart-strings to his home and loved ones. Therefore the teacher's consideration for each pupil will involve a like consideration for everything near and dear to him. Every reference by the child to home endearments she will capitalize. He accordingly will frequently convey to her facts about his home experiences, about the members of his family, about their joys and sorrows, hopes and



GARRY CLEVELAND MYERS

fears. Always he will know his teacher attaches great importance to such matters. Before and after school, at recess, sometimes even during school hours, he will, without hesitancy, divulge such items to her. In this manner she incidentally will gain a wide array of facts about each child in his family relationship.

Naturally the pupil treated so will let his parents know about his teacher's sympathetic attitude. He will want them to come to school to visit and to meet the teacher, who, he knows, will make them warmly welcome. These parents will count it a great honor to have the teacher pay them a home call. Indeed, many will invite her to do so, and she will find time to accept their gracious invitation. She will count it no hardship but a pleasure, and an opportunity to make her work at school easier and more effective.

Parents will freely go to school to talk to this teacher not only about the child at school but occasionally about the baby in the crib. They will meet with her in parent study groups and she will know good books for parents to read on child management and family relationships.

Especially in matters of the child's conduct will this teacher work for closer home contacts. She will know that however hard she tries to work alone at school she may not make much change in the child, but that by working with his parents, she and they together may enjoy great success in winning his co-operation. The teacher having so earned the warm and cordial friendship of the parents, and having won their confidence, becomes powerful in helping to work out with these parents a constructive program for building right attitudes and conduct.

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Too long the school has put its faith in self-sufficiency for building proper attitudes and habits—in character training — just through smooth running school activities. No doubt it has even placed undue faith in the character value of athletics and student participation. Excellence of citizenship at school in these directions does not always guarantee good citizenship outside of school. Out of school the child has a hundred opportunities for making moral choices to one such opportunity at school. The well-guided group at school can pretty easily keep him in step there. His desire for group approval and his fear of their rebuke may suffice to make him seem a very worthwhile school citizen; may indeed help him excel as such. But not always will this citizenship carry over beyond school where his schoolmates as a group are not on hand to discipline him. News items about youthful criminals who excelled as school athletes appear not infrequently in the public press. But school co-operation and excellence in citizenship ought to be transferred to wider life. Our job is to make this occur.

We, therefore, shall not try to work alone. We shall know that character growth does not go on merely at school, that moral growth occurs also outside of school, that indeed it has gone far in development even before the child's first day at school. We, therefore, shall turn our attention to the home and always ask ourselves how we can capi-

talize the best the home can offer. Then having earned good home co-operation we shall even more than double our usefulness at school in building wholesome moral character in children.

All in the Day's Work

By FRANCIS READ
A High School Principal

In Favor of Absence

One of our students, a junior of outstanding ability, left today to go with her parents on a cruise through the Caribbean Sea. The boat will stop at several points.

About a month ago, when the trip first was contemplated, the mother approached me hesitatingly to see if I would allow the daughter to go. I replied that I not only would permit but I would urge the girl to absent herself from school for this purpose.

The young woman's teachers and I came to this agreement about her studies: We would require her to do in her regular class assignments only enough so that there would be no gaps in her work. Then we would give her some special topics connected with her trip.

She would write two themes, one on "My Most Thrilling Experience," the other on "The Most Interesting Place That I Visited." She would observe plant and animal life as she had opportunity. She would try to get some insight into the Spanish language and study its connection with the Latin. She would report her observations and conclusions in her respective classes upon her return.

In this way the girl's trip would broaden her own horizon and enrich the minds of her fellow students.

Travel on the part of students should be encouraged. We make a mistake in assuming that the schools have a monopoly on education.

Against Exploiters

Am I, as a high school principal, going to help greedy citizens exploit the boys and girls in my school? This is a question that I have to answer day after day.

"I want a bright, promising boy from your senior class," a leading business man remarks to me. "Will you help me select one?" "What can you pay the boy?" I ask. "Oh, if he is an A number one chap, if he is absolutely honest, if he is ambitious and quick to learn, if he has a pleasing personality, I might give him ten dollars a week. In a few years he might be earning fifteen or eighteen dollars." And when I say in reply that there may not be any of our boys interested, the man looks puzzled, perhaps hurt.

Or, a woman calls the office and wants a girl to stay with her children in the evening. She says that the girl will have plenty of time for study. But I have sent other girls there. I know that the woman expects to pay but little, that she will ask the girl to wash dishes, scrub the floor, and take the place of a maid. Shall I try to send a good girl to be imposed upon in a place like that?

Or, the salesmanager of a local concern comes around and wants to line up a lot of boys in a hopeless, house-to-house selling project. Shall I influence the boys to take hold of his proposition?

I am resolved that in the matter of helping place our students in jobs I will look after *their* interests; they are the ones that I am supposed to serve.

WINSTON FLASHES

NEARLY 95 per cent of the world's population lives north of the Equator.

THE longest poem ever written is the "Mahâbhârata," the great national epic of the Hindus, which contains more than 100,000 couplets. It was begun about 500 B. C. and finished 1,200 years later. Less time, believe us, was required to compile MY POETRY BOOK, a new anthology of children's poems, but you and your pupils will find it infinitely more interesting. Hughes Mearns, Professor of Education, New York University, wrote, "Congratulations. . . . It is the young teacher's Handy Andy and the older teacher's helpful friend." (Over 500 pages. $2.50.)

CLARENCE still says it's SPINACH: "A chenopodiaceous potherb (Spinacia oleracea)." At least, these are the words he found in some dictionaries under *spinach*—but not, of course, in the dictionary designed especially for school use—THE WINSTON SIMPLIFIED. There is an edition that exactly fits your needs.

AT least 10,000 books on the life of Napoleon are worthy of inclusion in a Napoleonic library. This means that one good book about him has been published on an average of every four days since his death 114 years ago.

THIS morning a bowl of fruit upon my breakfast table contained an orange from California and one from Florida; a banana from Central America; an apple from Virginia, and another from Washington state; a few grapes from California; and grapefruit from Texas. . . . My toast was made from Dakota wheat ground into flour in Minneapolis. It was buttered with Wisconsin butter. I had an egg from Ohio, salt from New York State, pepper from the East Indies, bacon from Chicago, coffee from Brazil, and sugar from Cuba. My wife sipped tea from India, and my son had cocoa from West Africa."—From OUR INDUSTRIAL WORLD (for Grades 8 and 9), by Dr. J. Russell Smith, of Columbia University.

IN some cigar stores around Times Square in New York City, the telephone books are subjected to such hard usage that they are completely worn out within 72 hours. Which reminds us that the Winston patented Hercules binding—the strongest school book binding known—prolongs the life of books so bound for months and months and months.

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EDITORIALS

Loyalty Oath for Teachers

LEGISLATURES in many states are considering and fourteen have already enacted measures requiring teachers to take an oath of loyalty to the laws and institutions of the United States. Certain organizations of national scope and influence have lent support to this movement.

The purpose of those who are sponsoring such loyalty oaths is doubtless patriotic. Both the American Legion and the Daughters of the American Revolution are alarmed over the danger of radicalism—possibly communism or fascism—spreading among the children as a result of instruction that is disloyal and even revolutionary in character.

Teachers who chance to be un-American may indeed accomplish mischief if allowed to sow the seeds of unpatriotic doctrine. If the general application of a loyalty oath would help to curb those teachers, however few, or to remove them from the schools, the loyal teachers, constituting an overwhelming majority, will raise little objection to taking the oath. In fact, they are not in position to object. Their dissent would be construed to mean disloyalty.

But why do lawmakers feel it necessary to demand loyalty oaths from teachers? Most of those very solons received their first impulses toward love of country from the schools. It would be difficult to name any group of citizens that surpass teachers in intelligent patriotism.

If legislators insist upon loyalty oaths for all teachers as the best way to rid the schools of reds, blacks, browns or yellows—let them look sharply to the nature of the oath demanded.

A pledge to uphold the Constitution of the United States and any given state is one thing, while a pledge to lend active support to "the government" or even to the laws of state and nation may be something very different. The latter form of oath could conceivably be much more dangerous than no oath at all. It could be made a political implement to perpetuate the power of the party then dominant. It could readily lead to unwarranted complaints against teachers whose promotion of such mislabeled patriotism was not sufficiently active to satisfy the complainants.

The Massachusetts Department of Education has drawn the distinction neatly in a substitute form of oath which it presented to the legislature. This calls for allegiance to the Constitution and "faithful discharge of educational duty"; whereas the alternative and menacing bill specified an agreement to "promote undivided allegiance to the government and respect for the flag and the institutions of the state and nation."

If we must have loyalty oaths for teachers, they should at least be made sensible, and proof against unpatriotic twisting.

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Man's Hardest Lesson

THE human race, in this twentieth century of the Christian era, is facing the mastery of one major lesson. This lesson is so fundamental that the whole future of civilization rests upon it.

Two vast calamities, both within the present century and one of them still continuing, have written the lesson upon the sky for all who are sufficiently literate to read it: *"Greed Defeats Itself."*

Lust of power defeated itself in the World War. And insofar as the treaty of peace which followed was an embodiment of greed it contained the seeds of its own destruction.

The world-wide depression which followed the great war has been doing its utmost to impress upon human beings the futility of greed.

Greed caused the inflation of securities and the crash that ensued. And greed in every present manifestation balks recovery, and is a boomerang against itself.

For nineteen centuries men have been trifling with the golden rule. If they had been quick to learn its efficacy and value, much tragedy might have been avoided.

Now—in a cruder, more utilitarian phrasing the lesson is forcing itself upon our understanding: *"Greed Defeats Itself."*

Greed of the individual is multiplied into greed of the many. This multiplied greed brings the house down on the heads of all—including the greedy and the non-greedy. And when the house is rebuilt, new and costly safeguards against the persistently greedy are provided.

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Are You a Radical?

A RADICAL is one who would go straight to the root of matters to bring about sudden and extensive change. He is notoriously indifferent to undesirable consequences. He sees only the goal he wants achieved—and he would ride rough-shod over whatever or whoever gets in his way.

Yet the spirit of the radical, if kept from extreme deeds, is one of the most useful leavens in society.

The conservative who hasn't at least a touch of radicalism in him doesn't put the world forward very far or fast.

Makers of Better Schools

ALEXANDER J. STODDARD, newly elected head of the Department of Superintendence of the N. E. A., has been superintendent of schools in Providence, Rhode Island, since 1929, and is unquestionably one of the foremost schoolmen of New England. Before going to Providence he held superintendencies at Bronxville and Schenectady, New York. Able, affable, and aggressive in his championship of modern procedures, Superintendent Stoddard seems fully worthy of the honor accorded him by his fellow administrators at Atlantic City. Incidentally he is still in his forties, and should have many years of outstanding usefulness ahead of him.

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CHARLES R. SATTGAST was under thirty when he became president of Sioux Falls College (South Dakota) in 1930. Prior to that he had been extension director in Colorado State Teachers' College at Greeley. President Sattgast is a churchman and a Rotarian. His major interest is in a planned future for the denominational colleges of the United States. He believes that church colleges fill a real need and should be permanently incorporated into the system of higher education.

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JOHN J. EARLY has been administering the schools of Sheridan, Wyoming, for—well, since 1908. His educational specialties are mental health and effective administration. Superintendent Early has lived a full life—participating in civic organizations, boys' work and other worthwhile activities, and engaging in outdoor sports when time permitted. He is a past president of Wyoming State Education Association, and was named a member of the Citizens' Tax Committee by the Governor of his state. Presidency of the State Board of Education is perhaps the greatest honor yet conferred upon this distinguished educator.

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J. E. ANDERSON is superintendent at Mankato, Minnesota, not Mankato, Michigan, as erroneously stated on this page January 7. He was previously at Benson, Minnesota.

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HARRY ALLEN CARPENTER is a science specialist in West High School, Rochester, New York. Laboring in that city for some thirty years, he has developed the techniques of science teaching to a high point. He has ventured far into the field of radio instruction, where he has had actual experience through a local radio broadcasting station in teaching science to pupils of the seventh and eighth grades. He has written a manual on this subject and is also co-author of a half-dozen or more textbooks in scientific branches. Mr. Carpenter has won distinction through constructive creative work in secondary education.

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FLORENCE HALE continues to make America "education conscious" through her management of weekly broadcasts over a nation-wide hookup. She began this during her term as president of the National Education Association (1931-32) and has kept it up ever since. She has a faculty of being informal and constructive. Thousands listen to her program, "Our American Schools," each Saturday afternoon. Dr. Hale was born and reared in Massachusetts; became rural supervisor for Maine; then the nation claimed her—first, as editor of Grade Teacher (a position still filled by her to the professional delight of many teachers). Her presidency of the National Education Association marked an important year for that organization. Dr. Hale's abounding personality and educational zeal, combined with human friendliness and common sense, make her a dynamic leader in the school life of America.

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LEO M. CHAMBERLAIN is in the College of Education of the University of Kentucky (Lexington), where he holds rank as professor of education and director of the bureau of school service. Born in Chalmers, Indiana, he is the possessor of three degrees from University of Indiana. He has served on the co-ordinating committee and the code committee of the Kentucky Educational Commission (1933 and 1934), and has taken part in several surveys of school systems and institutions of higher learning. His energetic interests extend over to the golf course—and to other forms of athletics.

Winshipisms

"If you had a pupil last year with whom you could not get along, do not tell his new teacher of it. It is almost criminal to prejudice the new teacher against him."

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"He is indeed a rare teacher who can teach any subject so well without a good book as with it."

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"Never, never, never be 'blue,' if you can help it."

ANNOUNCING

Short Story Awards

The JOURNAL OF EDUCATION takes pleasure in conferring the Seven Cash Prizes in its Second Annual Short Story Contest as follows:—

FIRST PRIZE

"Tony Squares Himself"
Margaretta V. Harmon
Jamison, Pennsylvania

SECOND PRIZE
Clay in Her Hands
Natalie Wagner
Bessemer, Michigan

THIRD PRIZE
Legal Proof
M. W. Muldoon
Waverly, New York

FOURTH PRIZE
Citizen Maria
Edith M. Berry
Atascadero, California

FIFTH PRIZE
Penny and the Teacher
Lucretia Money
McComb, Mississippi

SIXTH PRIZE
Melting Pot
Josephine Boring
Kansas City, Kansas

SEVENTH PRIZE
October Thirty-One
H. M. Ivy
Meridian, Mississippi

HONORABLE MENTION

AUTUMNAL REFLECTIONS
Emma M. Campbell
LaJolla, California

A BUTTON OFF HER COAT
Leone F. Older
Ramsay, Michigan

MODERN BONDAGE
Gladys Spann Matthews
Austin, Texas

BUNTY
Elsa B. Myerson
South Orange, New Jersey

ONE NEVER KNOWS
Odessa Drake
Beaumont, Texas

BETTY PLAYS HER PART
Carolyn Towle
Walpole, Massachusetts

THE SAND PILE BECOMES A DESSERT
Gladys Whitely Henderson
Austin, Texas

THE PILFERINGS OF PETER
Marian E. Neville
San Francisco, California

FLOWERS FOR GOD
Siddie Joe Johnson
Corpus Christi, Texas

THE LITTLE LIAR
Beth Avery Bice
Longmont, Colorado

The story winning the First Prize of $25.00 appears in this issue. The six other prize winning stories will be printed in forthcoming numbers.
The seven issues containing these stories will be mailed, as published, to any address for 75 cents. Why not send them to a friend? JOURNAL OF EDUCATION, Six Park Street, Boston.

The News Digest
OF EDUCATION

Won't Swear
Strong Opposition To Teachers' Oath Bill

HARTFORD, Conn.—In addition to much opposition by individuals, the State Board of Education is fighting pending legislative bills providing that public school teachers shall take an oath of loyalty to the United States and to Connecticut. Hearings will be given March 28 on such bills introduced by Representatives Bender, Socialist, of Bridgeport; Telesca, of Torrington, and Lyons, of Norwalk, and on the bill of Mrs. Helen Kitchel, of Greenwich, on teaching citizenship. Arguments against the bill are chiefly that any disloyal teacher would glibly take the oath and that imposing this obligation on school teachers only would be unfair discrimination when other public officials and employes are exempted.

Bourgeois Dog
Causes Textbook To Be Banned

MEXICO CITY.—The Ministry of Education has rejected a proposed reader for grammar schools because the book contains a picture of a dog which is "too bourgeois." The dog shown, the newspaper "La Prensa" explains, was a highly bred animal, well groomed and well fed and with a ribbon around its neck. These facts were sufficient to cause the official textbook commission to pronounce it "not a proletarian dog" and to declare the entire illustration "bourgeois."

"Backward" Girl Astounds Doctors As She Passes Genius Tests

LONDON.—What is reported in the London papers as a case unique in medical history was recently brought to light at the Institute of Medical Psychology, Malet Place.

About a year ago a working girl was brought to the institute's clinic suffering from acute "anxiety hysteria." She had little or no memory, and appeared to be a person of extremely low intelligence. From childhood she had always been "backward."

Treatment brought about a gradual improvement, and a few days ago her case was reported as "apparently cured." Before discharge she was subjected to the usual intelligence tests, and these showed her to be mentally far ahead of the ordinary working-class woman. More advanced tests proved her to have an intelligence beyond that required for an honors degree. Eventually, as a result of still further tests, she was found to have a brain equal to or even better than that of the average university professor.

The girl, who is in poor circumstances, is now in the hands of the institute's welfare workers, who hope to provide her with a training worthy of her exceptional mental gifts.

Books by Boston Teachers Placed on Public Exhibition

BOSTON.—It's a wonder that the Boston public school system hasn't long ago been decimated by writer's cramp considering the number of books composed or edited by teachers recently on view at the school committee library.

There are more volumes on mathematics than anything else. Also, though several published plays were included in the exhibit, sponsored by the Boston Teachers Club, no novels are on view.

William H. Cunningham, head of the English department, Jamaica Plain High School, appears to be one of the most prolific and versatile of the teacher-authors. He was represented by a volume entitled "Character, Study and Conduct," a collection of shorthand dictation exercises, compilations of essays on American life and business (to which such varied authorities as President Roosevelt, Norman Thomas and Viscount Cecil contributed), and a history of the High School of Commerce in the World War, which he helped edit.

Volumes on character education through stories and music were on view. Many of the former are by Joseph B. Egan. Professor John A. O'Shea, director of music in the public schools for more than half a century, compiled the "Songs of Purpose," by various authors, setting many of them to music himself.

There were volumes on the teaching of geography, history, English, science, foreign languages; also compilations of short stories and poems.

One of the few teachers to go in for historical research was Lucy R. Woods, of the class of 1865, Girls' High School, who wrote a history of her alma mater. Louis J. Fish, whose varied volumes range from "Fundamentals of Advertising" to "French Commercial Correspondence," contributes a pamphlet, "Examinations Seventy-five Years Ago and Today."

Delay Granted

ALBANY, N. Y.—The effective date of regulations for the issuance of teachers' and principals' certificates, originally fixed for September 1, 1935, has been postponed for a year, the Department of Education has announced. The regulations in substance require teachers who enter the service after September 1 to present from time to time, at fixed intervals of years, evidence that they have done a certain minimum amount of outside study or its equivalent. Various teachers' organizations protested that confusion had arisen among their members as to the precise effect of the regulations and asked for a postponement.

$2,500,000 Sought
By Nebraska University For Construction

LINCOLN, Neb.—The University of Nebraska requested $2,455,000 from the government recently as a works project for erecting new buildings and improving present structures. Chancellor E. A. Burnett said $5,000,000 would be necessary to house the university properly, but he asked Federal funds for only half that amount. It would be expended on a library, $1,000,000; university hall, $400,000; medical college dispensary at Omaha, $300,000; engineering hall and laboratories, $500,000; campus improvements, $245,000; North Platte experimental station farm buildings, $10,000. The university enrolled

10,738 students last year and has 13 per cent more this year.

Kilmer Honored

Boston Names School For Famous Poet

BOSTON.—A thirteen-room elementary school on Baker street, West Roxbury, was recently named the Joyce Kilmer School, in honor of the poet, Alfred Joyce Kilmer, by the Boston School Committee. "It is eminently fitting that the name of a man who loved his fellowmen with an unbounded generosity should be placed on a school building," the committee commented in its announcement of the naming. "The life of this poet and lover of children should inspire the pupils who fill these classrooms."

William F. Young

CHICAGO.—William Foster Young, president of Benjamin H. Sanborn & Company, educational publishers, of Chicago, New York, and Boston, died suddenly after a heart attack in New York on February 18.

Characterized by one of his competitors as "the squarest and best beloved bookman in the business," Billy Young, as he was almost universally known, had many hundreds of friends in and out of educational circles. He had spent forty-nine of his sixty-eight years in the school book business, having been connected with Ginn & Company from 1889 to 1894, and with D. C. Heath & Company, as Chicago manager, from 1894 to 1902, when he went with Benjamin H. Sanborn & Company as vice-president and general manager. In 1913, upon Mr. Sanborn's retirement, he became president of the company and continued in active leadership of the firm's policies and management until his death.

Under his presidency the Sanborn list was increased and strengthened in many respects and entered new fields. Always progressive, Mr. Young was never a "faddist." He was among the first publishers to recognize the need for a complete and comprehensive list of teachers' books.

Two sons, Arthur Tatarian Young, of Chapel Hill, North Carolina, and Philip Page Young, of Oak Park, Illinois, were associated with him in the business. A third son, William Foster Young, Jr., is editor of The Pinconning Journal at Pinconning, Michigan. Arthur and Philip, together with Edward B. Blackburne, of Boston, treasurer of the firm; Charles R. Foster, Chicago, secretary, and Archie C. Norton, Decatur, Illinois, of the field staff, will administer Mr. Young's interests in Benjamin H. Sanborn & Company under a trusteeship.

The following are the new officers of the firm: E. B. Blackburne, president; Arthur T. Young, vice-president; C. R. Foster, secretary; Philip P. Young, treasurer.

Mutual Aid Plan at Oklahoma Saves Jobs Threatened by Cuts

NORMAN, Okla. — A professor's mutual aid and benefit plan which is both significant as a social experiment and novel as a co-operative undertaking among teachers has been developed at the University of Oklahoma. Like many a "share-the-work" scheme, it is a product of the depression, designed to meet the danger of unemployment, but, unlike many such makeshifts, the burden falls most heavily on those with the largest salaries, while the benefits in the main go to the lowest paid members of the group. Yet the plan is considered economically sound and after a year of operation bids fair to continue.

Worked out for the department of modern languages at the university, and originated by the departmental head, Dr. Roy Temple House, the plan enables instructors to take leave of absence and return to the university and obviates the necessity of having some dropped because of the retrenchment program. The leaves are made possible by the creation of loan funds sufficient to enable two instructors to be away for a year at a time, the funds being subscribed by other members of the department.

The sum of $1,000 per individual was fixed after a consideration of the probable needs and resources of the average teacher who might go on leave, as well as the effect of the burden on the remaining group and the ease or difficulty with which payment of the debt could be made by the member on leave upon his return.

By the graduated tax the bulk of the burden is placed where it ordinarily can be borne with the least difficulty. The highest salary contributes in actual cash eleven and one-half times as much money as the lowest. However, since the return of the borrowed money is assured, funds placed with the association at 3 per cent interest are safely invested and bring in what is regarded as a fair return.

Change Foreseen

Present College Tests Will Soon Disappear

PROVIDENCE, R. I.—The present plan of admitting students to college on the basis of 15 Carnegie units "will soon disappear in favor of a broader basis for selection," Dean Samuel T. Arnold, of Brown University, told 500 alumni recently. Dean Arnold pointed out that studies of academic records at Brown have disclosed that "even those students who enter college with relatively poor training and a minimum of natural ability should be able to succeed in college if they make the necessary effort."

Realism Enters Examination In Form of Breakfast Tray

SAXTONS RIVER, Vt.—A breakfast tray, looking entirely businesslike with grapefruit, toast, eggs, milk, and the like, served as an examination in a biology class at Vermont Academy recently. The boys were expecting an examination on foods. Instead this tray of food itself was brought in and placed in front of them. Their perplexity was soon replaced by interest and amusement at having the materials about which they were to answer questions right before their eyes.

The pupils were asked in which of the six different classifications of foods —carbohydrates, fats, proteins, mineral matter, vitamins, and water—each of the different parts of this breakfast belonged; from which of these articles included in it the most common chemical elements in their bodies could be obtained; which of the functions of food—to produce heat and energy, to provide materials for growth and repairs, and to regulate bodily processes —each of these foods would fulfill, and what calories meant in connection with the foods represented.

If you think your State is not so well represented in this NEWS DIGEST as it should be, why not appoint yourself a Committee of One—or ask your Publicity Department — to send along items of interest?

Address News Editor, Journal of Education, Six Park Street, Boston.

RECENT PUBLICATIONS

Social Science

Rogers, Adams, and Brown: *Story of Nations*
Thomas and Hamm: *Modern Europe*
Harlow: *A History of the United States*

Science

Moon and Mann: *Biology for Beginners*
Dull: *Modern Physics* (1934 Edition)
Dull: *Modern Chemistry*
Howard: *Units in Chemistry*

English

Rand: *English at Work* (Ninth Grade)
Rand: *English at Work, II* (Tenth Grade)
McClay and Judson: *Story Essays*
New Readers' Shakespeare (Five titles now ready)

Modern Language

Kästner: *Emil und die Detektive*
Roseler and Ber: *Altes und Neues*
Burkhard: *Sprechen Sie Deutsch!*
Olmsted and Sirich: *A Practical French Grammar*
Ford and Hicks: *A New French Reader,* Revised Edition
de Sauzé: *Lisons Donc*
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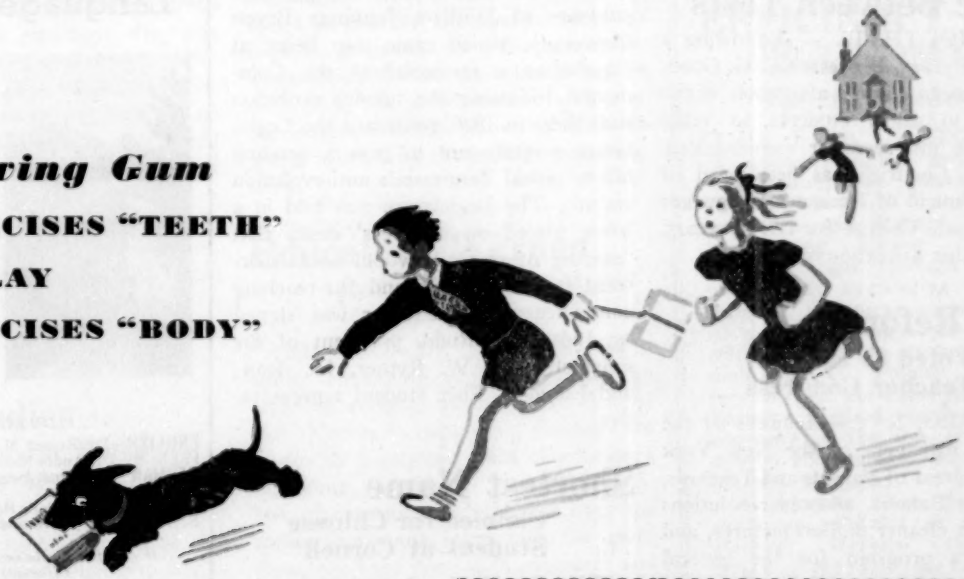
EXERCISES "BODY"



Running and chasing and tag and play all help growing bodies develop normally. Young teeth need exercise, too. Chewing gum provides an innocent, healthy exercise for teeth. If children enjoy it, let them have it. It's good for them. There is a reason, a time and place for Chewing Gum.

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The National Association of Chewing Gum Manufacturers

FOUR FACTORS THAT HELP TEETH LAST A LIFETIME ARE: PROPER NUTRITION, DENTIST'S CARE, PERSONAL CARE AND PLENTY OF CHEWING EXERCISE

P-781

Broader Educational Offering To English Boys and Girls

LONDON. — In the last academic year the Board of Education sanctioned the erection of 86 new schools and an increase in the accommodations of 118 others. In the same period great progress was registered in the spheres of handicraft and domestic science instruction, for 91 centres for the teaching of these subjects were approved.

Before the year was half over the reorganization of the English elementary school system passed the midway line, and by the summer holidays more than 50 per cent of the children over eleven years of age were in the reorganized senior schools, which are separated from the infant and junior schools.

During the year the National Union of Teachers took an important step which may have considerable influence upon the representation of teachers in Parliament. In certain cases the union used formerly to support teacher candidates, paying their election expenses, and contributing toward their maintenance if elected. But election involves resignation from school duties, and on leaving Parliament certain former teacher members, unable to regain a foothold in the teaching profession, have had to be given jobs in the offices of the union itself. But the supply of positions in the union is not inexhaustible, and so in future, candidates are merely to receive a proportion of their election expenses, while the union refuses to commit itself to anything in the nature of providing a career when Parliament has been left behind.

Carnegie Pensions

NEW YORK. — A recent report showed that, all told, 2,201 allowances and pensions have been granted to teachers in 41 different States, 6 Canadian provinces, and Newfoundland, by the Carnegie Foundation for the Advancement of Teaching.

Music Between Tests

MONMOUTH, Ill. — Following a custom of years, Professor C. G. Goodrich has been giving afternoon organ concerts to allow students to relax during the mid-semester examinations. Professor Goodrich has been head of the Department of Romance Languages at Monmouth College for twenty years. Music is his avocation.

Film Reform

Voted by Parent Teacher Congress

BUFFALO, N. Y.—Members of the board of managers of the New York State Congress of Parents and Teachers, meeting at Batavia, adopted resolutions calling for cleaner motion pictures, and arranged a program for the general state convention next fall. The convention is set for October 7 to 10 in Buffalo. The main subject of discussion will be "The Child and His World Relationship," it was announced by Mrs. Francis H. Blake, of Albion, president. Leading the crusade for better pictures was Mrs. Jarvis A. Robertson, of Rochester, who declared that efforts to co-operate with producers have not been a success.

Bryan's Ghost

NASHVILLE, Tenn.—Faculty and students of William Jennings Bryan University, which came into being at Dayton as a memorial to the Commoner, following the famous evolution trial there in 1926, petitioned the Legislature recently not to pass a pending bill to repeal Tennessee's anti-evolution statute. The Legislature was told in a letter placed on members' desks that "passing of this bill would be a backward step of serious and far-reaching consequences." The letter was signed by Judson A. Rudd, president of the university; D. W. Ryther, Jr., dean; and Lloyd E. Fish, student representative.

Shortest Name

Claimed for Chinese Student at Cornell

ITHACA, N. Y.—Cornell University advanced recently the claim of having a student with the world's shortest name. He is Mr. I, a graduate student from Tsinan, Shantung, China. His first name is Fu and the middle name Te.

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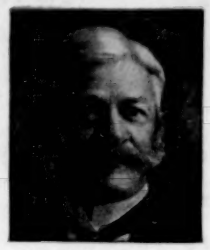

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Women Slighted

Not One Named For Wellesley Board

WELLESLEY, Mass. — Wellesley women were at sword's point with the men of the town recently when an early morning count of the voting at the annual town caucus revealed that for the first time in almost fifty years the women were left without a representative on the school committee. Mrs. L. Sherman Adams, wife of a Boston broker, lost out by fifty votes to Harold L. Perrin, Boston attorney, who was nominated to the school committee with Robert A. B. Cook. Isaac Sprague, chairman of the committee, was not up for re-election. Mrs. Adams announced that she will run on stickers for one of the two open positions on the board of three at the annual election in March. At the caucus, Robert L. Studley, Boston wool merchant, had appealed to the men to preserve the town tradition by nominating a woman to the school committee.

Social Studies

Planned for Public Schools of Cleveland

CLEVELAND, O.—For more than a year some of the best minds of this community have been helping to devise new ways of social education for children of all grades. On the central committee fourteen laymen with nine school people have been constantly engaged on the problem. They in turn have enlisted the suggestions of 200 welfare, health, cultural, religious, and civic agencies as well as of the schools' teaching force. A score of other organizations from the American Legion to the Chamber of Commerce and the American Federation of Labor have had special hearings before the committee. Psychologists, clergymen, newspaper editors and the county prosecutor have had their say. Procedure in other cities has been studied. Out of all this community effort a full new course in social studies for Cleveland youngsters is to be proposed. It will suggest also ways of inculcating civic ideals and of connecting the school course with student extra-curricular activities and with public work and community organizations.

Educators Warned

Radio Programs Must Be Entertaining

CHICAGO.—Dr. Alfred N. Goldsmith, consulting engineer, issued the warning recently at the convention of the National Advisory Council on Radio in Education, that if educators are going seriously to attack the problem of catching the adult ear over the radio, they must co-operate far more than they have done with engineers and with those skilled in the art of radio presentation. "Educational broadcasting is no job for amateurs, dabblers, sensationalists, self-seekers or conventional entertainers," declared Dr. Goldsmith. "It calls for the professional services of a skilled and sincere teacher, for close co-ordination with and supervision by those who are well acquainted with audience reactions, and for a carefully planned long-term program." Soon, too, he prophesied, a still more potent agency may be at the educators' command in the shape of television.

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1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

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Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

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Cambridge, Mass.

Pictures and Prints

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47 Winter St., Boston, Mass.

Typewriters

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342 Madison Ave., New York, N. Y.

Hits Wild Ideas

Dr. Millikan Thinks Scholarship the Remedy

SALT LAKE CITY.—Dr. Robert A. Millikan, Nobel Prize winner and president of the California Institute of Technology, recently upheld the seemingly contrary doctrine that scholarship is a conservative force and a protection against "wild" political theories. In congratulating the University of Utah on its newly won honor in acquiring a chapter of Phi Beta Kappa, he said: "I am glad this chapter is being installed, because it will leaven the West by means of scholarship and there will be no more wild schemes of which the West is full. In our State (California) we have political emotionalists who don't know how things are going to work. Similar things are happening in Russia and Germany, where leaders try to keep the public from having too much knowledge that might lessen their power. The world is now mad with a desire to discard the past. The solution is more fundamental scholarship."

Training Deaf-Blind

WATERTOWN, Mass.—Just about a century ago English scientists declared the education of the deaf-blind impossible, and ever since the patient staff of Perkins Institution has been busy disproving that pronouncement. Beginning in 1837, when Dr. Samuel Gridley Howe, the institution's first director, took Laura Bridgman under his care, a steady procession of deaf-blind have left Perkins with their intellectual darkness and silence swept away. Helen Keller is probably the most notable beneficiary of the institution. But much progress has been made in teaching the afflicted since she studied there. Electrical devices have been developed which convey the vibrations of voice or music to the students, opening up a vista which might otherwise have remained forever shut. The success achieved by Perkins Institution in teaching what has been referred to as "the most handicapped, most lonely, most neglected people in the world" may be judged by the fact that at present boys and girls are studying there for college entrance examinations.

Youthful Faculty

HAMILTON, N. Y.—Youth is being served by youth at Colgate University. This was made evident when Dr. William W. Biddle, of the Education Department, announced the results of a survey he made, showing that the average age of 105 faculty members is 37 years, 14 days, and that the median age is 34 years, 3 months. The survey shows that twenty-six faculty members are 30 years old, twenty-four are 25 years old and three are only 20 years old. In the upper brackets only two are 65 years old, three are 60 years old, seven are 55 years old and two are 50 years old.

The Alcove for New Books

Conquest of Number

GUIDED STEPS IN ARITHMETIC. Three Book Series. By Henry Garland Bennett, Ph. D., President Oklahoma Agricultural and Mechanical College, Durant, Oklahoma; N. Conger, Ph. D., State Director Teacher Training, State of Oklahoma, Durant; Gladys Pelton Conger, M. A. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Texts that are carefully prepared with the needs of inexperienced or inadequately trained teachers in mind, should prove equally acceptable and serviceable to the fully qualified teacher. "Guided Steps in Arithmetic" is the title of a three-book series likely to meet the requirements of children in grades three to eight, inclusive, in a manner to satisfy the educational expert as well as the tyro at instruction.

Clearness of aim is an outstanding feature. Each new ability is announced in advance, and the pupil is led to see a reason for what he is about to do. Mastery of new skills is freely interspersed with opportunities to relearn and review. There are periodic tests of achievement. Problems are included in great variety, and their solution becomes an integral and fascinating part of the pupil's adventures in the field of numbers.

These compact little volumes lead the pupil along a well-graded pathway toward facility and comprehension.

• •

A Prelude to Language Study

GENERAL PRINCIPLES OF LANGUAGE, and Introduction to Foreign Language Study. By Wilton W. Blancke, Ph. D., Head of the Department of Foreign Languages, South Philadelphia High School for Boys. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

The high school boy or girl who may be admitted to general language study through this inviting portal, will discover many things he has never before known, even about his own mother tongue. He will learn how language originates and grows; how alphabets arose; why grammar cannot very well be slain even by multitudes of wicked glances. A chapter on English the Great Borrower reveals the secret of our extensive vocabulary with its wealth of synonyms and fine shades of meaning.

Part Two deals specifically with five foreign languages — Latin, French, Spanish, Italian, and German. It outlines the pronunciation and gives several introductory lessons in each. Interrelations and comparisons among the six languages—including English—are pointed out.

Such a text as this would help pupils to decide which languages they wish to study further. But regardless of future plans, the pupils would come away with a better grasp of the phenomena of speech and its important role in the progress of mankind.

• •

Hitlerism Dissected

FASCISM AND CITIZENSHIP. By George Norlin, President of the University of Colorado. University of North Carolina Press, Chapel Hill, N. C.

President Norlin chanced to occupy an exchange professorship at the University of Berlin when Adolph Hitler came to power and Germany entered the Third Reich. It chanced also that Dr. Norlin's lectures were upon the subject of liberalism in America — representing just about the antithesis of Nazi doctrine.

Dr. Norlin was not converted by what he saw in Germany. Indeed, he returned to this country strengthened in his belief that America still has the world's most hopeful experiment.

In the series of lectures comprising this choice little volume, the author offers a keen, incisive analysis of fascism, and an equally keen if much more sympathetic analysis of democracy. His style is delightfully brilliant and at times amusing. His use of anecdote and quotation is extremely apt.

The one paramount advantage that he finds in fascism is its achievement of a unified purpose. He does not approve the purpose—for it savors too much of barbarism. But he senses the need of a reawakening of the spirit and idealism of America—a firmer consciousness of our own heritage, sounder appreciation of our own heritage; a determination to quit being apologetic for democracy and to go forward toward making those human adjustments and betterments which, in his opinion, can be just as successfully made under our form of government as under one that would be alien to our traditions and subversive of our liberties.

Here is a refreshing restatement of what America stands for in the history of the nations and a stirring challenge to uphold our standards.

The Social Scene

AMERICAN CIVILIZATION TODAY. A summary of recent social trends, edited for school and college use by John T. Greenan, Instructor in Social Studies, East Orange High School, New Jersey. First Edition. Cloth, 152 pages. New York: McGraw-Hill Book Company, Inc.

We so often hear the expression, "a changing world," that it becomes tiresome. Yet, if every American were suddenly to learn the meaning and extent of the changes that have taken place in his own country in a single generation, hope of effecting many needful improvements would be greatly strengthened.

Mr. Greenan makes no claim to authorship of this book. He would tell you that he has "merely edited" the summary made by the President's Research Committee of its findings, following an extensive survey of social trends in America. But the entire matter has been so well handled with a view to making it available for students in school or college, as to entitle the "mere editor" to more than editorial credit.

At any rate, here is a handy-sized book containing a clear, authentic, meaningful picture of American life today, with its many perplexing problems. Specially significant and illuminating are the charts, graphs, and diagrams which accompany the text.

One of the "trends" which might be noted in American civilization is to shelve or wastebasket as speedily as possible most of the reports written at great pains by experts. This particular report, thus attractively dressed for public view, should escape the customary fate.

• •

The Why of Music

HUMAN VALUES IN MUSIC EDUCATION. By James L. Mursell, Professor of Education, Lawrence College, Appleton, Wisconsin. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This is more than a defence of music as an essential part of the school curriculum. It is a complete philosophy of music; why we must have it; what it does for us; how we can make it serve us best. Every teacher or supervisor of music would be refreshed and reinvigorated from perusal of this volume. Here is enthusiasm fittingly expressed, but never unreasoning.

Music—if taught as Dr. Murcell suggests—would enrich the life of the rising generation enormously with a treasure of the spirit, always within reach, always ready to translate reality into beauty.

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Grins Between Grinds

Nature's Dividend

Sandy (entering nursery garden)—"Have ye a nice cucumber?'

Gardener—"Aye, here's one. That will be fivepence."

Sandy—"Too much. Have ye no' one for tuppence?"

Gardener—"Ye can hae this for tuppence."

Sandy—"All richt; here's the tuppence. But don't cut it off. I'll be calling for it in about a fortnight."

• •

Emulation

A tremendous kick sent the football high in the air and over a fence, where it landed beside a cockerel in a neighboring farm yard.

A look of amazement came over the bird's countenance as he surveyed the ball. Then he pushed it into the henhouse and called the hens round him.

"I'm not grumbling, you understand," he said, seriously, "but I just want you all to see for yourselves what is being done in other poultry yards."

• •

Great-Grandma's Day

The following rules were in force at Mt. Holyoke College in 1837: "No young lady shall become a member of Mt. Holyoke Seminary who cannot kindle a fire, wash potatoes, repeat the multiplication table and at least two-thirds of the shorter catechism. Every member of the school shall walk a mile a day unless a freshet, earthquake, or some other calamity prevent. No young lady shall devote more than an hour a day to miscellaneous reading. No young lady is expected to have gentlemen acquaintances unless they are returned missionaries or agents of benevolent societies."

• •

Identification

Visitor—"And what's your name, my good man?"

Prisoner—"9742."

Visitor—"Is that your real name?"

Prisoner—"Naw, dat's me pen name."

• •

Speed Ahead

"It was Grandad's ambition to have a 'gig and a gal'."

"Yes, and Dad wanted to have a flivver and a flapper."

"And the son, will probably want a plane and a Jane."

• •

Same, But Different

"What is agriculture?" asked the teacher.

"Well," responded the pupil, "it's just about the the same as farming—only in farming you do it."

• •

Adjustment

Her Father—"You are going to marry that insignificant little fellow, Percy! Why, you used to say you would never marry a man less than six feet high."

Daughter—"Oh, I know, Dad. But I decided to take off 20 per cent. for cash."

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Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

Starting with this issue, we offer our own modest contribution to social thinking. We call our new feature "The Teacher and the Times," and into it we pour the accumulated results of many years' study and reflection upon current problems. In an hour like this, when educators are asking one another where they stand on social, economic, and governmental issues, an editor who has been a lecturer on current affairs and has conducted the editorial page of a metropolitan newspaper, could scarcely be expected to remain silent. After reading "The Teacher and the Times," won't you write us frankly your reactions? Whether pro or con, these will help.

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A modern dialog in true Socratic manner is spread before you in our first article, "Was It Education's Fault?"

See if you agree with Dr. Eginton on what constitutes "The Administrator's Main Job."

"Teaching in the Small Town" has its own little secrets, some of which are revealed in Dr. Jordan's article by that name. And so it goes. . . . A prize winning story. . . . An Arthur Dean-ish essay entitled "Is Johnny a Fool?" . . . A meaty article on "Rural Adults Want to Learn."

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Treasure Hunt

We call it a Treasure Hunt. But the treasure is right at your hand. You are asked to find, somewhere in an advertisement in this issue, a series of four words which contain the following letters:—

Lepertablegincageladenddane

The printer did not pi these letters. We did it ourselves. Your problem is to rearrange the letters in their right order and locate the advertisement in which they appear.

If your answer is the first correct one to be mailed from your state, you win a four months' subscription to this magazine for yourself—or, if you have already won twice, we must insist that you pass your prize subscription along to a friend.

Your answer must be mailed not later than April 24 to Journal of Education Treasure Hunt, Six Park Street, Boston, Mass.

Answer to Treasure Hunt of March 4 was "Utilizing Real Life Situations," which appeared on page 141 of that issue.